Ms. Padilla’s 3rd Grade Science Lesson Plan: ***Recycle, Reuse, and Reduce***

**Teacher Objectives:**

1) Use questioning and discussion techniques to open floor for lesson presentation-3b

2)Engage students in learning by giving them “student choice” in grouping- 3c

**Student Objectives:**

1. The students will learn how recycling, reusing, and reducing helps our environment.
2. The students will learn how recycling, reusing, and reducing helps keep waste out of our landfills.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Materials:**  Smart Board-(teacher use)  Poster paper  Markers  Crayons  Color Pencils | **Vocabulary To Preview:**   |  |  | | --- | --- | | Landfill | Recycle | | Reuse | Reduce | | Compost | Electricity | | Biodegradable | Conservation | | Ecology | Endangered Species | | Environment | Extinct Species | | Pollute |  | |

**Teaching the Lesson:**

Whole Group Introduction:

* Write a big R on the board. Explain how this letter is very important because it’s the first letter in three words that teach us different ways to help our planet.
* Ask if anyone knows what the three words are (2-3 minutes)
* Have a discussion about each word. Giving examples of each: We recycle used things to make new things. We reuse things instead of throwing them away. We reduce the amount of things we throw away. (Write these examples on board)
* Finally talk about landfills and how we are running out of places to put trash.

Group Activity:

* Divide the students in 3 groups
* Group 1: Recycle Group 2: Reuse Group 3: Reduce
* Group 1 will come up with a list of things that can be recycled, being specific into which recycling group it falls under
* Group 2 will come up with a list of things that can be used again instead of throwing it out
* Group 3 will come up with ways to reduce what we throw away

(Provide Examples if the students are stuck for ideas)

* Once the groups have brainstormed, they will create posters to share and present in class.

**Group Wrap-up:**

* Have each group share and provide time for a whole group question and answer.

**Homework/Individual Assessment:**

* The students will be given an assignment sheet asking them to reflect on what they learned from this lesson and a rubric to see how they will be assessed.

**Name: Date:**

**Science Notebook Entry**

1. Open to a new page in your science notebook, and make a new entry about Recycling, Reusing and Reducing.
2. Remember, *everything* in your notebook should **creatively** reflect what you learn. You should challenge yourself to step out of your comfort zone, this means your entry can be…

- a picture

- a diagram

- a graph

- a list

- a chart

- a story

- a poem

- a song

- a letter

- an essay

1. In your entry, you should include at least three key pieces of new information you learned about the topic.
2. Your entry should clearly show what you, personally, think about recycling, reusing and reducing and the ideas you choose to present about each.
3. Make sure that you use important details to explain recycling, reuse and reduce and support everything you decide to share about each.
4. There is a rubric attached that outlines what you will be assessed on. You can use this as a checklist to make sure you include everything you are expected to.

**Science Journal Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **CATEGORY** | **3** | **2** | **1** | **0** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Relates to Topic** | The student clearly relates the journal entry to the topic through multiple strong connections. | The student relates the journal entry to the topic. | The student makes only a few weak connections to the topic in the journal entry. | The student does not relate the journal entry to the topic at all. |
| **Identifies Important Information** | The student identifies at least three key pieces of new information learned about the topic. | The student identifies no more than two key pieces of information about the topic. | The student identifies only one piece of information about the topic. | The student does not identify any pieces of information about the topic at all. |
| **Includes Details** | The student clearly includes elaborate details to support the topic and important information. | The student includes details to support the topic and important information. | The student includes few details to support the topic or important information. | The student does not include any details to support the topic or important information at all. |
| **Conveys Opinions** | The student clearly conveys his or her own supported opinions about concepts closely associated with the topic. | The student clearly conveys his or her own opinions about concepts closely associated with the topic. | The student conveys his or her opinions about concepts associated with the topic. | The student does not convey any of his or her own opinions at all. |
| **Creativity** | The student challenges himself or herself to clearly communicate a range of ideas connected to the topic through a creative manner beyond what he or she is most familiar with. | The student clearly communicates ideas connected to the topic through a creative manner. | The student communicates ideas through a somewhat creative manner. | The student does not challenge himself or herself to communicate ideas through a creative manner at all. |

4 3 2 1

Comments\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grade:\_\_\_\_\_